

James Simons Elementary

741 King Street
Charleston, SC 29403

Grades	PK-6 Elementary School	
Enrollment	433 Students	
Principal	Mr. William C. Dixon, Jr.	843-724-7763
Superintendent	Dr. Maria L. Goodloe-Johnson	843-937-6319
Board Chair	Ms. Nancy Cook	873-760-2635

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	8	19	73	39

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Average	Below Average	No
2004	Average	Unsatisfactory	Yes
2005	Below Average	Below Average	No
2006	Below Average	Below Average	Yes

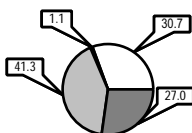
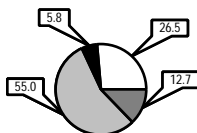
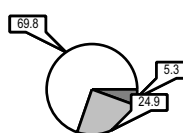
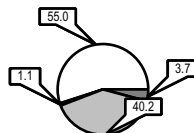
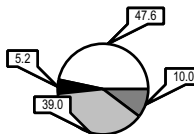
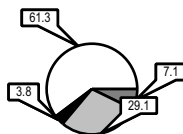
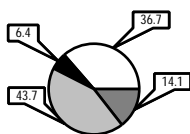
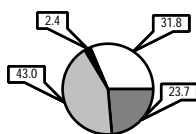
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

97.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	198	99.5	30.3	41.5	27.1	1.1	38.8	Yes	Yes
Gender									
Male	101	100.0	39.2	45.4	15.5	0.0	26.8	N/A	N/A
Female	97	99.0	20.9	37.4	39.6	2.2	51.6	N/A	N/A
Racial/Ethnic Group									
White	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	195	99.5	30.1	41.9	26.9	1.1	38.7	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	177	99.4	26.3	43.7	28.7	1.2	41.3	N/A	N/A
Disabled	21	100.0	61.9	23.8	14.3	0.0	19.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	198	99.5	30.3	41.5	27.1	1.1	38.8	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	198	99.5	30.3	41.5	27.1	1.1	38.8	N/A	N/A
Socio-Economic Status									
Subsidized meals	182	99.5	30.9	40.0	28.0	1.1	40.0	Yes	Yes
Full-pay meals	16	100.0	23.1	61.5	15.4	0.0	23.1	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	198	100.0	26.5	55.0	12.7	5.8	33.9	Yes	Yes
Gender									
Male	101	100.0	26.8	56.7	9.3	7.2	33.0	N/A	N/A
Female	97	100.0	26.1	53.3	16.3	4.3	34.8	N/A	N/A
Racial/Ethnic Group									
White	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	195	100.0	26.7	55.1	12.8	5.3	33.7	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	177	100.0	23.8	56.0	14.3	6.0	36.3	N/A	N/A
Disabled	21	100.0	47.6	47.6	0.0	4.8	14.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	198	100.0	26.5	55.0	12.7	5.8	33.9	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	198	100.0	26.5	55.0	12.7	5.8	33.9	N/A	N/A
Socio-Economic Status									
Subsidized meals	182	100.0	27.3	54.0	13.1	5.7	34.7	Yes	Yes
Full-pay meals	16	100.0	15.4	69.2	7.7	7.7	23.1	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	198	100.0	69.8	24.9	5.3	0.0	5.3
Gender							
Male	101	100.0	71.1	25.8	3.1	0.0	3.1
Female	97	100.0	68.5	23.9	7.6	0.0	7.6
Racial/Ethnic Group							
White	2	100.0	I/S	I/S	I/S	I/S	I/S
African American	195	100.0	70.1	24.6	5.3	0.0	5.3
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	177	100.0	68.5	26.2	5.4	0.0	5.4
Disabled	21	100.0	81.0	14.3	4.8	0.0	4.8
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	198	100.0	69.8	24.9	5.3	0.0	5.3
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	198	100.0	69.8	24.9	5.3	0.0	5.3
Socio-Economic Status							
Subsidized meals	182	100.0	70.5	24.4	5.1	0.0	5.1
Full-pay meals	16	100.0	61.5	30.8	7.7	0.0	7.7

Social Studies							
All Students	198	100.0	55.0	40.2	3.7	1.1	4.8
Gender							
Male	101	100.0	57.7	38.1	2.1	2.1	4.1
Female	97	100.0	52.2	42.4	5.4	0.0	5.4
Racial/Ethnic Group							
White	2	100.0	I/S	I/S	I/S	I/S	I/S
African American	195	100.0	55.1	40.1	3.7	1.1	4.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	177	100.0	52.4	42.3	4.2	1.2	5.4
Disabled	21	100.0	76.2	23.8	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	198	100.0	55.0	40.2	3.7	1.1	4.8
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	198	100.0	55.0	40.2	3.7	1.1	4.8
Socio-Economic Status							
Subsidized meals	182	100.0	54.5	40.9	3.4	1.1	4.5
Full-pay meals	16	100.0	61.5	30.8	7.7	0.0	7.7

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	53	100.0	16.7	41.7	33.3	8.3	41.7
	4	48	100.0	21.7	56.5	21.7	0.0	21.7
	5	61	100.0	38.2	49.1	12.7	0.0	12.7
	6	62	98.4	36.1	55.7	8.2	0.0	8.2
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	52	98.1	22.0	46.0	32.0	0.0	32.0
	4	51	100.0	20.8	39.6	39.6	0.0	39.6
	5	43	100.0	26.2	47.6	21.4	4.8	26.2
	6	52	100.0	52.1	33.3	14.6	0.0	14.6
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	53	100.0	31.3	56.3	12.5	0.0	12.5
	4	48	100.0	30.4	47.8	19.6	2.2	21.7
	5	61	100.0	34.5	52.7	10.9	1.8	12.7
	6	62	100.0	24.2	48.4	24.2	3.2	27.4
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	52	100.0	23.5	62.7	7.8	5.9	13.7
	4	51	100.0	22.9	56.3	16.7	4.2	20.8
	5	43	100.0	26.2	52.4	16.7	4.8	21.4
	6	52	100.0	33.3	47.9	10.4	8.3	18.8
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	53	98.1	57.4	36.2	4.3	2.1	6.4
	4	48	100.0	65.2	28.3	6.5	0.0	6.5
	5	61	100.0	76.4	21.8	1.8	0.0	1.8
	6	62	100.0	56.5	41.9	1.6	0.0	1.6
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	52	100.0	64.7	31.4	3.9	0.0	3.9
	4	51	100.0	66.7	22.9	10.4	0.0	10.4
	5	43	100.0	57.1	35.7	7.1	0.0	7.1
	6	52	100.0	89.6	10.4	0.0	0.0	0.0
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	53	100.0	45.8	47.9	6.3	0.0	6.3
	4	48	100.0	32.6	56.5	10.9	0.0	10.9
	5	61	100.0	65.5	32.7	1.8	0.0	1.8
	6	62	100.0	61.3	33.9	4.8	0.0	4.8
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	52	100.0	60.8	35.3	3.9	0.0	3.9
	4	51	100.0	41.7	47.9	8.3	2.1	10.4
	5	43	100.0	57.1	38.1	2.4	2.4	4.8
	6	52	100.0	60.4	39.6	0.0	0.0	0.0
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 433)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	2.1%	Down from 4.0%	3.8%	2.8%
Attendance rate	95.9%	Up from 95.8%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 1.3%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 1.3%	0.0%	0.0%
Eligible for gifted and talented	3.8%	Down from 4.8%	3.8%	10.4%
On academic plans	54.3%	N/AV	49.0%	33.6%
On academic probation	54.5%	N/AV	2.6%	1.0%
With disabilities other than speech	2.1%	Down from 6.4%	7.2%	7.5%
Older than usual for grade	1.3%	Down from 1.8%	1.5%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.5%	Down from 3.3%	0.0%	0.0%
Teachers (n= 29)				
Teachers with advanced degrees	51.7%	Down from 54.8%	51.4%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	4.9%	2.4%
Teachers with emergency or provisional certificates	4.3%	Up from 4.0%	2.9%	0.0%
Teachers returning from previous year	78.5%	Up from 77.9%	83.2%	87.3%
Teacher attendance rate	93.2%	Down from 95.3%	94.6%	94.9%
Average teacher salary	\$42,449	Down 0.1%	\$41,360	\$42,485
Prof. development days/teacher	19.4 days	Up from 12.1 days	14.7 days	13.3 days
School				
Principal's years at school	1.0	Down from 4.0	4.0	4.0
Student-teacher ratio in core subjects	22.7 to 1	Up from 15.8 to 1	16.4 to 1	18.6 to 1
Prime instructional time	87.0%	Down from 90.0%	88.4%	89.7%
Dollars spent per pupil*	\$7,355	Up 10.1%	\$7,724	\$6,557
Percent of expenditures for teacher salaries*	50.7%	Down from 66.5%	60.6%	64.0%
Percent of expenditures for instruction*	66.0%		68.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development	Excellent	Up from Good	Good	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	10.7%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	10.5%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

James Simons Elementary School is a student-centered institution, located in the inner city of Peninsula Charleston. A Title One school with approximately 423 students, James Simons Elementary School serves students from Child Development through Sixth Grade. In collaboration, the Jaguar Leadership Team and school staff, School Improvement Council, parents and community participants work passionately to meet the academic, social, and physical needs of all students. James Simons Elementary School takes Jaguar Pride in being A School of Learning and Caring.

Our standards-based curriculum focuses on No Child Left Behind (NCLB) and South Carolina's Curriculum Standards. Through weekly, engaging planning meetings, teachers, staff members, and administrators evaluate meaningful data such as results on PACT (Palmetto Achievement Challenge Test), MAP (Measure Academic Progress), Tungsten, SuccessMaker and common assessments, to incorporate effective instructional strategies. Charleston County School District's Coherent Curriculum provides students with multiple learning opportunities through differentiated instruction, to meet the academic needs of all students, regardless of their background, socio economic status, or disability. Students actively participate in flexible grouping. We have resource and speech programs for students with special needs as well as programs for gifted and talented. Our school has two computer labs. Both labs are used before, during and after school to address student academic needs. Our Highly Qualified teachers and staff are committed to improving student achievement for all of our students

Our students are challenged to achieve at high levels. As a component of the Simons Incentive Program (SIP), students earn academic bucks; as a result of good behaviors. Academic bucks are used to buy positive incentives from the school store. Weekly, each homeroom teacher selects a Student of the Week. Quarterly, a notable adult speaks to the student body in relation to academic excellence. School Clubs are offered for students on a monthly basis. After-school activities for students include PACT Pals, Alpha Kappa Alpha's (AKA) Reading AKAdemy, The College of Charleston's Homework Center, and the City of Charleston Mentoring Program. Our primary goal is to ensure that all students reach their full academic potential.

James Simons Elementary School seeks to build a partnership with parents and community members to develop the whole child. Through the school's Parent Involvement Program (PIP), parents, grandparents, and guardians can participate in various initiatives, such as Participating Parents for Progress (PPP), Dessert with the Principal, Doughnuts for Dads, Muffins for Moms, Grits for Grandparents, Homeroom Mothers, Minister's Breakfast, Lunch Buddies and Parent Teacher Association (PTA) meetings. PIP also gives parents opportunities to receive technology training.

The James Simons Elementary School Family welcomes all in promoting excellence for our students. Together we can.

William Curtis Dixon Jr., Ed.S, Principal
Jewana Dais, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	31	50	44
Percent satisfied with learning environment	96.8%	76.0%	84.1%
Percent satisfied with social and physical environment	80.6%	62.0%	75.0%
Percent satisfied with school-home relations	45.2%	84.0%	86.0%

*Only students at the highest elementary school grade level at this school and their parents were included.